

Grade Three- Social Studies

Month	Content	Skills/Benchmarks	Essential Questions	Assessments	Resources
1 <sup>st</sup> Nine Weeks	<b>Making a Difference</b>  Skills  *Decision Making *Analyzing graphic data *Transferring information from one media to another *Synthesizing information *Supporting a position *Fact and opinion *Describing document	C.4.3.1 Discuss why government is necessary at the local level  C.4.3.2 Describe responsibilities and <i>services</i> of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)  C.4.3.3 Identify the three levels of government: <ul style="list-style-type: none"> <li>• local</li> <li>• state</li> <li>• federal</li> </ul> C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)	<b>How can an individual make a difference?</b>  <b>Guiding Questions:</b>  *What is the election process?  *How do citizens contribute to their community?  *How do state and national symbols foster effective citizenship?	<b>Interim Assessment:</b> Group Project: Conduct a mock election from voter registration through counting ballots and announcing the winner (ex. new state symbol, class mascot, class leader, etc.). Graph the outcome  <a href="#">Mock Election Rubric</a>  <b>Anchor Assessment:</b> You have just been elected Student Council President. Write about how you are going to make a difference as president. What are some changes you will make for the students?	<a href="#">Harcourt Social Studies-Our Communities: Citizens and Government</a> Unit 4 and <a href="#">People in Communities</a> Unit 5  <a href="#">The Conversation Club</a> by Diane Stanley  <a href="#">Duck for President</a> by Doreen Cronin  <a href="#">Vote!</a> By Eileen Christelow  <a href="#">Vote for Me!</a> by Kirsten Hall  <a href="#">Running for Public Office</a> by Sarah E. De Capua  <a href="#">Old Turtle</a> by Douglas Wood  <a href="#">Sea-Cat and Dragon King</a> by Amelia Carter  <a href="#">When Esther Morris Headed West</a> by Connie Nordhielm

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		<p>C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)</p> <p>C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)</p> <p>C.5.3.3 Describe the election process</p> <p>C.5.3.4 Discuss the proper etiquette for the American flag</p>		<a href="#">Arkansas Writing Rubric</a>	

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		<p>H.6.3.1 Research the history of the Arkansas state flag</p> <p>H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, and Ce`sar Chavez)</p>			<p><u><a href="#">Literature on People Who Have Made A Difference</a></u></p>

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2 <sup>nd</sup> Nine Weeks	<b>The Americas</b>  Skills  *Using Cartographer's tools *Using special purpose maps *Interpret maps and research symbols/artifacts of cities, states, and nations *Analyzing images *Multiple points of view	G.1.3.1 Define <i>absolute location</i>  G.1.3.2 Name and locate the states that border Arkansas  G.1.3.3 Discuss the characteristics that define a <i>region</i> : <ul style="list-style-type: none"> <li>takes up area</li> <li>has boundaries</li> <li>has special features</li> </ul> G.1.3.4 Identify on which continent and in which <i>hemispheres</i> the United States is located  G.1.3.5 Identify the following using a globe or a map: <ul style="list-style-type: none"> <li><i>Equator</i></li> <li><i>Prime Meridian</i></li> </ul>	<b>What makes The Americas unique?</b>  <b>Guiding Questions:</b>  *Where is our place in the world?  *How do maps reflect the history of our state and nation?  *How do maps and globes reflect our physical environment?	<b>Anchor Assessment:</b> Create your own physical map of a place within The Americas with picture symbols in the legend that represent rivers, lakes, oceans, mountains, islands, desert, coast, peninsula, plain, and plateau. Include a compass rose with cardinal and intermediate directions.  <a href="#">Physical Map Rubric</a>	<a href="#">Harcourt Social Studies – Our Communities: Communities and Geography Unit 2</a>  <a href="#">Mapping Penny's World</a> by Loreen Leedy  <a href="#">As the Crow Flies: A First Book of Maps</a> by Gail Hartman  <a href="#">Maps</a> by Wendy Lanier  <a href="#">If Maps Could Talk: Using Symbols and Keys</a> by Erika L. Shores  <a href="#">This Land Is Your Land</a> by Woody Guthrie  <a href="#">Lucky O'Leprechaun Comes to America</a> by Jana Dillon

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		<ul style="list-style-type: none"> <li>North Pole</li> <li>South Pole</li> </ul> <p>G.1.3.6 Divide the earth into the four <i>hemispheres</i> using a map or globe:</p> <ul style="list-style-type: none"> <li>northern</li> <li>southern</li> <li>eastern</li> <li>western</li> </ul> <p>G.1.3.7 Identify the seven continents</p> <p>G.1.3.8 Locate mountain ranges in Arkansas:</p> <ul style="list-style-type: none"> <li>Ozark</li> <li>Ouachita</li> </ul> <p>G.1.3.9 Locate major rivers in Arkansas:</p> <ul style="list-style-type: none"> <li>Arkansas</li> <li>Mississippi</li> <li>Red</li> <li>White</li> <li>Ouachita</li> <li>St. Francis</li> </ul>			

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		<p>G.1.3.10 Describe how seasonal weather changes affect the environment</p> <p>G.1.3.11 Explain the purpose of a <i>physical map</i></p> <p>G.1.3.12 Utilize the map <i>legend/key</i> to interpret <i>physical maps</i></p> <p>G.1.3.13 Locate <i>places</i> on contemporary maps using <i>cardinal</i> and <i>intermediate directions, map scales, legends, and titles</i></p> <p>G.1.3.14 Label physical features on maps and globes:</p> <ul style="list-style-type: none"> <li>• rivers</li> <li>• lakes</li> <li>• oceans</li> <li>• mountains</li> </ul>			

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		<ul style="list-style-type: none"> <li>islands</li> <li>desert</li> <li>coast</li> <li><i>peninsula</i></li> <li>plain</li> <li><i>plateau</i></li> </ul> <p>G.1.3.15 Create a <i>physical map</i> that includes the following:</p> <ul style="list-style-type: none"> <li>title</li> <li><i>compass rose</i></li> <li><i>legend/key</i></li> </ul>			
3 <sup>rd</sup> 9 Weeks	<p><b>Communities</b></p> <p>Skills</p> <p>*Comparing and Contrasting</p> <p>*Identifying frame of reference; point of view</p> <p>*Making valid generalizations</p> <p>*Analyzing primary</p>	<p>G.2.3.1 Discuss several customs in the United States and tell how they originated (e.g., greetings, fireworks, parades)</p> <p>G.2.3.2 Identify <i>cultural</i> traits of <i>ethnic</i> groups that live in Arkansas</p> <p>G.2.3.3 Identify reasons people live in <i>rural</i>, <i>urban</i>, and <i>suburban</i></p>	<p><b>What makes a community?</b></p> <p><b>Guiding Questions:</b></p> <p>*How do communities change over time?</p> <p>*How do communities differ (urban, rural, and suburban?)</p> <p>*How do</p>	<p><b>Interim Assessment:</b> Write about your “dream” community. Be sure to include the location, what it looks like, who lives there, and its places of interest (businesses, schools, hospital, churches, zoo, park, etc.).</p>	<p><u>Harcourt Social Studies-Our Communities</u> Communities Around Us: Unit 1, People in Communities Unit 5, and Working in Communities Unit 6</p> <p><a href="http://www.planning.org/kidsandcommunity/CreateMeatballSpringsStory.asp">http://www.planning.org/kidsandcommunity/CreateMeatballSpringsStory.asp</a></p> <p><u>City Green</u> by DyAnne Di Salvo-Ryan</p> <p><u>Jamaica Louise James</u> by Amy Hest</p> <p><u>Agatha’s Feather Bed: Not Just Another Wild Goose Story</u> by Carmen Agra Deddy</p> <p><u>Our Community Garden</u> by Barbara Pollak</p> <p><u>A New Coat for Anna</u> by Harriet Ziesert</p>

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	sources *Identifying main idea; summarizing *Analyzing Images	<p>areas</p> <p>G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas</p> <p>G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)</p> <p>G.3.3.4 Discuss ways in which the school and community can improve the physical environment by practicing conservation</p> <p>H.6.3.10 Examine land</p>	communities meet their basic needs?	<p><a href="#">Arkansas Writing Rubric</a></p> <p><b>Anchor Assessment:</b> Design a “dream” community. (Suggested ideas: diorama, PowerPoint, tri-fold project board)</p> <p><a href="#">Dream Community Rubric</a></p> <p><b>Suggested Math Connection Activity</b> Collect population statistics for the city you live in as far back as they are available. Create a graph to show how the city’s population has changed over time.</p>	<p><u>The Hundred Dresses</u> by Eleanor Estes</p> <p><u>Crow Boy</u> by Taro Yashima</p> <p><a href="http://www.dltk-teach.com/books/book_reports/m-diorama.htm">http://www.dltk-teach.com/books/book_reports/m-diorama.htm</a></p> <p><u>The Giving Tree</u> by Shel Silverstein</p> <p><u>Westlandia</u> by Paul Fleischman</p>



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		development and its impact on a community  H.6.3.14 Describe the early American Indian <i>cultures</i> in Arkansas			
		E.7.3.1 Determine that people make <i>trade offs</i> to get the most benefit from scarce resources  E.7.3.2 Evaluate examples from the local community that illustrate <i>scarcity</i>  E.8.3.1 Discuss <i>human capital</i>  E.8.3.2 Recognize ways people become more skillful in the workplace  E.8.3.3 Recognize the product associated with the			<a href="http://www.econedlink.org/glossary.php?#S">http://www.econedlink.org/glossary.php?#S</a>

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		<p><i>natural resources</i> from which it is create</p> <p>E.9.3.1 Research items that represented money throughout time (e.g., shells, beads, pelts)</p> <p>E.9.3.2 List and explain the functions of money:</p> <ul style="list-style-type: none"> <li>• <i>medium of exchange</i></li> <li>• <i>measure of value</i></li> <li>• <i>store of value</i></li> <li>• <i>foods</i></li> <li>• <i>traditions</i></li> <li>• <i>tools</i></li> </ul> <p>E.9.3.3 Discuss costs and benefits of saving in a financial institution</p> <p>E.9.3.4 Identify and explain the role of each</p>			

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		<p><i>productive resource</i> in producing a good or service (e.g., school lunches)</p> <p>E.9.3.5 Research <i>goods</i> and <i>services</i> provided by <i>markets</i> in the local community</p> <p>E.9.3.6 Describe the benefits of <i>voluntary exchange</i> (e.g., trade)</p> <p>D E.9.3.7 Recognize the connection between <i>specialization</i> and <i>interdependence</i></p> <p>E.9.3.8 Define <i>supply and demand</i> define profit</p>			

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4 <sup>th</sup> Nine Weeks	<b>Conflicts</b>  Skills  *Recognizing bias and propagandas *Identifying cause and effect and making predictions *Sequencing *Problem solving *Conflict Resolution *Drawing Inferences and conclusions *Identifying main idea and summarizing *Using Reliable Information *Supporting a position *Multiple points of view *Create/Read Graphic Organizer	H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)  H.6.3.3 Discuss that conflicts between countries can lead to war  H.6.3.4 Discuss the meaning of revolution  H.6.3.5 Discuss the meaning of civil war  H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)  H.6.3.7 Analyze a <i>timeline</i>	<b>How are conflicts created and resolved?</b>  <b>Guiding Questions:</b>  *What is conflict?  *How have the rights of freedom of speech and protest advanced values such as individual liberties and civil rights?  *What happens when diverse cultures meet?  How has scarcity of goods led to conflict?	<b>Interim Assessment:</b> Problem solve an issue (scarcity, hunger, homelessness, poverty, environmental concerns) that is resolved through a community service project. Suggested organizations are Heifer International, Rice Depot, Little Rock Compassion Center, Summer Cereal Drive, Little Rock Zoo, Humane Society, and World Wildlife Fund.  <a href="#">Conflict Resolution Rubric</a>	<a href="#">Harcourt Social Studies-Our Communities</a> : Communities Over Time Unit 3  <a href="#">Butter Battle Book</a> – Dr. Seuss  <a href="#">Pink and Say</a> by Patricia Polacco  <a href="#">The Bracelet</a> by Yoshiko Uchida  <a href="#">George Vs. George: The American Revolution as Seen from Both Sides</a> by Rosalyn Schourzer  <a href="#">Gus and Grandpa and the Christmas Cookies</a> by Claudia Mills  <a href="#">Uncle Willie and the Soup Kitchen</a> by DyAnne Di Salvo-Ryan  <a href="#">The Story of Ruby Bridges</a> by Robert Cole  <a href="#">American Revolution: Primary Sources</a> by UXL Lawrence W. Baker, editor  <a href="#">The Boys’ War: Confederate and Union Soldiers Talk About the Civil War</a> by Jim Murphy (primary sources)  <a href="#">When Johnny Went Marching: Young Americans Fight the Civil War</a> by G. Clifton Wisler  A Fish Out of Water by Wesley Eure <a href="#">It’s Okay to Be Different</a> by Todd Parr

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		<p>that illustrates selected historical events</p> <p>H.6.3.8 Compare <i>artifacts</i> from events in various periods of history</p> <p>H.6.3.11 Identify Jamestown as the first permanent American settlement</p> <p>H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown</p> <p>H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)</p> <p>H.6.3.15 Identify the modes of transportation in</p>	<p>How has war shaped the United States?</p>	<p><b>Anchor Assessment:</b> (Informative Writing) How was your issue created, and what steps were used to resolve the conflict?</p> <p><a href="#">Arkansas Writing Rubric</a></p>	<p><u>Odd Velvet</u> by Mary Whitcomb</p> <p><u>Sea-Cat and Dragon King</u> by Angela Carter</p> <p><u>Freedom School, Yes!</u> By Amy Littlesugar</p> <p><u>Holt and the Cowboys</u> by Jim McCafferty</p> <p><u>The Jacket</u> by Andrew Clements</p> <p><u>Bully</u> by Judith Caseley</p> <p><u>Peace Begins With You</u> by Katherine Scholes</p> <p><u>The Other Side</u> by Jacqueline Woodson</p> <p><u>Meet Kit</u> by Valerie Tripp</p> <p><u>Coming to America</u> by Eve Bunting</p> <p><u>Gleam and Glow</u> by Eve Bunting</p> <p><u>The Wall</u> by Eve Bunting</p> <p><u>The Tin Forest</u> by Helen Ward</p> <p><u>Somewhere Today: A Book of Peace</u> by Shelley Moore Thomas</p> <p>Graphic Organizer</p> <p>Graphic Organizer Problem Analysis</p>

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		<p>westward movement (e.g., wagons, horses, railroads)</p> <p>H.6.3.16 Identify the following explorers:</p> <ul style="list-style-type: none"> <li>• Hernando Desoto</li> <li>• La Salle/De Tonti</li> <li>• Marquette/Joliet</li> </ul> <p>H.6.3.17 Identify the factors leading to the purchase of Louisiana (ex. Conflict among Spain, France, the United States over the Mississippi River)</p> <p>H.6.3.18 Recognize that Arkansas was part of the Louisiana Purchase (ex. Conflict between Native Americans and settlers due to westward expansion)</p>			

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		<p>G.3.3.1 Discuss different types of transportation and communication links between communities</p> <p>G.3.3.3 Describe how people affect and alter their environment (ex. Conflict between corporations and environmentalists such as drilling for oil in the Arctic)</p> <p>E.7.3.3 Recognize that stating the problem and listing the alternatives are part of the <i>decision making model</i> (ex. Conflict resolution related to scarce resources such as hunger)</p> <p>E.8.3.4 Explain how <i>capital resources</i> are related</p>			

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		<p>to specific jobs</p> <p>E.8.3.5 Define and discuss characteristics of an entrepreneur (ex. Conflict between huge corporations and small businesses such as Wal-Mart vs. mom and pop stores);</p> <p>E.8.3.6 Define profit (ex. Conflict between big business versus small, local business; conflict between management and labor)</p> <p>E.9.3.9 Define import and export (ex. Conflict over scarce resources such as oil and the Iraq war; conflict over trade imbalance such as United States and China)</p>			



